CATALOGO

Officer and Student

EMINENCE COLLEGE

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Corse of Study and Annual Americans

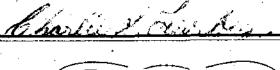
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forth from the James Briss B.

COLUMN TOWN





Officers and Students

EMINENCE COLLEGE

Second Ending June 11, 1869,

TOGETHER WITH THE

Course of Study and Annual Announcement

FOR 1869-70.

ALSO

AN ADDRESS

By W. S. GILTNER

On the Female Culture Hemanded by Modern Tife.

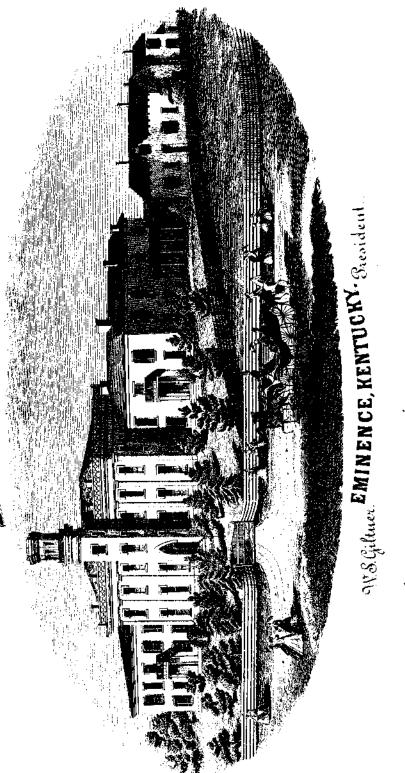
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Asy Roll

EMINENCE COLLEGE



W. S. Galtmer EMINENCE, KENTUCKY. Bresident



CATALOGUE

OF THE

OFFICERS AND STUDENTS

 \mathbf{OF}

EMINENCE COLLEGE,

FOR THE

Session Ending June 11, 1869,

TOGETHER WITH

The Course of Study and Innual Innouncement

FOR 1869-70.

LOUISVILLE:

F. A. CRUMP & CO., FOURTH STREET

1869.



BOARD OF TRUSTEES.

JAMES H. DRANE, THOS. G. DUNLAP,
W. S. HELM, S. T. DRANE,
W. T. HARDIN, PRESTON THOMAS,
E. C. BRIGHT, M. D.

FACULTY.

Elder W. S. GILTNER, President.
T. E. BAYLEY;
H. BORING,
MRS. LIZZIE GILTNER, Matron.
MRS. MATTIE BORING,
MISS KATE BOONE,
MISS FANNIE SMILEY,
MISS MARY TAYLOR,
MISS ANNA LETELLIER.

Matriculates of Eminence College.

TWELFTH SESSION ENDING JUNE 11, 1869.

FEMALE DEPARTMENT.

Amanda Arnold A	Erzimnee, Ky.
Annie Arnold	
Annie Arnold	u u
Alice Bailey	
Gertie O. Bayley	Eminence College, "
Junie Bayley	
Mollie Bain	
Lydia L. Bersot.	
Della Bersot	
Lizzie Bennett	
Mary A. Boyle	Uniontown, Kv.
Dickie Boulware	Bellview,
Irene Brock	Mount Sterling, Ky.
*Anna Lee Brown	Louisville.
Lula Bridgewater	Lebanon, "
Lulie Crawford	Eminence, "
Fannie Cole	
Jennie Davis	Ghent, "
Lizzie M. Dunlap.	Shelby county, "
Annie M. Edwards	Eminence, "
Katie Feisel	
Lizzie Fields	Simpsonville, ** #
Linnie Frank	Rising Sun, Ind.
Emma Frederick	Louisville, Ky,
Katie Gault	Frankfort, "
Carrie Gault	Chilesburg. "
Fannie D. Gore	Bloomfield, "
Anna Giltner	Eminence College, Ky.
Lizzie Giltner	t, 11 11
Bettie Griffith	
Florence Hall	46 11
Anna Heath	

*Deceased.

Jemima Herndon	New Cootle Wy
Belle Hill	Eminence
Georgia Hill	
Sallie Hill	
Mary E. Hopkins.	*****
Mec A. Howard	Turiavilla 16
Lizzie Howard	
Cynthia Hornsby	
Fannie Hayes Nannie Lee Hardin	Chapiin, "
Bettie Hieatt	Shelby county, "
Nannie Hudson	Louisville,
Sallie B. Ireland	Emiliana a
Sallie E. Jones	
Leora C. Jeffries	Mount Sterling, "
Mattie L. Jameson	
Mattie G. Jesse	Eminence, "
S. Virginia Jenkins	
Mary E. King	.,,,
Allie F. King	Marine Otablina ii
Mary Lane	
Laura Long	
Binnie Lyman	
Katie E. May	
Capie Moore	
Fannie C. Moore	
Mary A. McEwen	
Nannie B. Northeutt	
Mary O'Connell	Eminence, "
Doreas Owen	
Mollie P. Phillips	Lancaster, "
Katie Robison	Eminence, "
Mattie Robișon	
Mollie L. Rouzee	11
Lizzie E. Rouzee	11
Lizzie Rusk	Covington, "
Mary E. Roberts	Eminence, "
Mariam Sanders	Shelby county, Ky.
Monie Satterwhite	Frankfort, "
Annie Smalley	North Middletown, Ky.
Mollie Smiser	St. Louis county, Mo.
Mariam R. Spencer	Lexington, Ky.
Emma Stone	Bloomfield, "
Mollie Taylor	Lagrange. "
Lulie Tinsley	Eminence.
L. Virginia Trigg	Goshen. "

Winchester, Middletown, North Middl	Ky.
North Middl	otown IZ-
TANGET PITERI	
Manchester	Ewul, Ky.
Pario	Ly.
Lonievilla	1.1
14	41
Eminanca	
"	11
	01
]	Manchester, Paris, Louisville, Eminence,

Matriculates of Eminence College.

TWELFTH SESSION ENDING JUNE 11, 1869.

MALE DEPARTMENT.

C. M. Arnold.	Fminan.	00 TZ.	
Charles Arnold	72111161611		y.
Edwin Bayley	41		
G. G. Bersot	14		
Walter Scott Bridgewater	т		٠.
D. D. Brown k	Lebanon	٠. '	
J. R. Calloway	Cirristia);	sburg	
Byrd I. Chambon	Eminenc	æ,	**
Byrd L. Chambers	Henders	ж,	44
David Cosby	Andersbu	ırg,	••
K. Roscoe Cutler	New Oric	ans,	La.
O. I. UTOIMET A	T 12		_
o. 1. Dunah.	Shelby co	unty.	ũ
- G. Durnap	**	"	44
John Dunlap	11	44	
John Davis	hent		**
John E. Edwards.	iminana.	р.	.,
James Hardin	halbr as	**	
William Hill	minono.	unty,	
J. B. Hopkins	pather on minimance	2, 	
W. S. Hopkins	merby co.	unty,	
		**	£4



R. N. Hopkins	Eminence.	Ky.
T Treetha	"	
Henry Heath	Shelby count	v. "
S. H. Howard	Louisville.	,
S, H, Howard	LIOUIS1 kitely	**
Wm. Howard	 Hankingvilla	41
Thomas S. Jessup	ttopkinsvine	,
James G. Jessup	Deidoopart	44
W. H. Julian	Bridgeport,	4.
Thos. F. Jessee	Eminence,	44
C. T. Kennedy	Louisvine,	
Robert Mathews	Lagrange,	
George C. Mathers	Louisvine,	
W. A. Mathers		"
L. D. McGowan	Franklinton,	44
Thomas McLaughlin	Louisville,	16
Wm, Marshall	Eminence,	46
David O'Connell		
Thos. O'Connell		
Carter Powers		
Leslie Powers		44
John Powers	*******	(+
Simpson Roberts		11
John Roberts	******	4 =
Richard Roberts		44
Byron Renfro	Smithfield,	. 2
Will D. Rouselle	Olney, Ills.	
A. B. Price		у.
Clarence Speed	Madisonville	е, Ку.
Newt, B. Thomas	Shelby coun	ty,
Curt. S. Thomas		1.4
Morris Thomas		н
John E. Tinsley		++
R. S. Thomson	Laurel Hill,	£÷
W. H. Thomson		**
T. L. Woolfork	Madisonvill	е, "
Herbert Wilhoyte	Owensboro.	, 1¢
MALES57	TOTAL	148.
DIADEO		

GRADUATING CLASS.

1860.

Florence CrutcherFrankfort,	Кy.
Kate DodgeLouisville,	41
Henrietta HoweParis,	٠t

Rel	ecca J. HodgesXenia, Ohio.	
Ha	rriet M. StoneBloomfield, K	y .
Elis	za A. TurnerParis,	
	the Willis Louisville,	•
- **	1861.	
	20,044	
М.	C. BailyBagdad, Ky.	
Η.	A. GainsFrankfort, Ky	
Dog	ia GrahamLouisville, "	
M.	E. GreenBloomfield, "	
Wil	lie Herndon Georgetown, F	ξy.
Jac	ob HngleyNew Castle, K	v.
	1862.	J .
М.	C. Barriger	Кy.
	1863.	
Anl	nia CollinsFrankfort, Ky	
Sal	lie GeierCarrollton, "	•
An	a T. MooreLagrange, "	
72.11	Z. BlakemanGreensburg, K	
1. /		<i>y</i> -
	1804.	
Wil	lie Chowning New Liberty,	Kv.
Eva	TaylorWoodford cour	atv. Ky
	The degree of A. M. was conferred on	•, •
J. E	A. Risk, M. D Morgan Statio	n. Kv.
	1865.	.,
Sud	ie HerndonGeorgetown, K	y.
Nac	mi HoweParis,	
	ie JohnsonOwensboro,	+4
	y JohnsonOwensboro,	
Mag	gie PrewittLexington,	**
Pat	tie ReidMt. Sterling,	
Liza	cie WilhoyteOwensboro,	**
H . 1	P. TandyCarrollton,	••
	•	
	1866.	
Bell	Andrews Warsaw, Ky.	
Lida	DodgeLouisville, "	
Lid: Fra	a DodgeLouisville, " nkie DavisGhent, "	Kv.
Lida Fra Luc	a DodgeLouisville, " nkie DavisGhent, " y M. FreemanLawrenceburg,	Ку.
Lida Fra Luc Fan	a DodgeLouisville, " nkie DavisGhent, " y M. FreemanLawrenceburg, nie LairCynthiana,	-
Lida Fra Luc Fan Lizz	a Dodge	ű
Lida Fra Luc Fan Liza Min	a Dodge	
Lida Fra Luc Fan Lizz Min Mag	a Dodge	
Lida Fra Luc Fan Lizz Min Mag	a Dodge	

1867.

Annie R. Kenny	Paris, Ky.
The Degree of	A. M. was conferred upon
TO Diale M D	Morgan Station, Ky
T TO TABLE M T	Rockbridge, Ohio.
J. W. Dally, M. D	**************************************

1868.

Alice A. Arnold	Independence, Mo.
Jennie J. Barlow	Richmond, Ky.
Mary E. Crenshaw	Georgetown, Ky.
Sallie B. Freeman	Shelby county, Ky.
Florence E. Greene	Mount Sterling, "
Susie Green	Spencer county, Ky.
Alice Giltner	Frankfort,
Tinnie Glinn	Georgetown, "
Ella Johnstone	St. Mathews.
Ella Johnstone	Lonisville
Anna L. McAfee	T-GIlo Ind
Ella Nicholson	Jenersonville, Ind.
Delia Oglesby	Jeffersonville, Ind.
Laura E. Powell	Lexington, Ky.
Fannie Shawhan	Cynthiana, Ky.
Anna Shawhan	Cunthiana Ku
Anna Shawnan	Dardad fi
Mary Taylor	Challentile '
Lutie Whitesides	Shelbyville, "
Nannie Wilson	Mount Sterling, Ky.

1869.

Alice Bailey	Woodford county,	Ky.
Fannie D. Gore	Bloomfield,	
Laura Long	Southville.	. 11
Mollie Rouzee	Shelby county.	•4
Mariam Sanders	Grafensburg.	14
Mariam Spencer	Lexington.	44
Mariam Spencer	Manchester	w
Laura White	Louisville.	44
G. G. Bersot	Eminence,	+4
Robert Mathews	Lagrange,	**
Simpson Roberts	Eminence,	**

The Thirteenth Session of Eminence College

Will commence on Monday, the 6th of September, 1869, and close on the 10th of June, 1870.



COURSE OF STUDY.

PRIMARY.

Vocal Gymnastics. Orthography.

Penmanship.

Orthography. M.
Reading, (Sander's Series.) Pr

Mental Arithmetic. Primary Geography.

PREPARATORY.

Geography, (Monteith.) Arithmetic, (Robinson.) History U. S., (Goodrich.) Philosophy, (Cutter.) Grammar, (Butter.)
Familiar Science.
Mental Algebra, (Colburn.)
Penmanship, Reading, &c.

FEMALE COLLEGIATE DEPARTMENT.

JUNIOR.

Geography, (Mitchell.) Grammar, (Butler.) History of England, (Goodrich.) Anatomy, Physiology, and Hygiene, (Cutter.) Geography of the Heavens, (BurPolitical Grammar, (Mansfield.) Natural Philosophy, (Wells.) Arithmetic, (Robinson.) Algebra, (Robinson.) Botany, (Gray.) Ancient History, (Goodrich.)

Composition, (Quackenbos.)

SENIOR.

Chemistry, (Wells.)
Ancient Geography, (Mitchell.)
Zoology, (Agassiz.)
Algebrs, (Robinson's.)
Taylor's Manual of History.
Grammar, (Fowler.)
Phrenology, (Fowler.)

ritt.)

Rhetoric, (Quackenbos.)
Geology, (Wells.)
Mineralogy, (Dana.)
Geometry, (Robinson.)
Logic, (Coppee.)
Astronomy, (Mitchell.)
Analogy, (Butler.)
Moral Science, (Leatherman.)

Evidences of Christianity, (Paley.) Reason and Revelation, (Milligan.)

No definite time can be prescribed for the completion of the above course of studies. This will depend upon the mental endowments, physical health, previous training and application of the pupil. As many studies as is consistent with a thorough knowledge of the above branches, will be assigned to each.

MODERN LANGUAGES.

PRENCH, GERMAN.

The French being the Court Language of the European Capitals, and spoken by the refined circles of the East and South, and the German language abounding in rich and varied literature, are recommended, though optional.

TERMS OF GRADUATION.

To obtain a degree of Graduate, it is required that every young lady stand a satisfactory examination on all the prescribed studies of the Female Collegiate Course. On the payment of ten dollars she will receive a Diploma signed by the President, Professors and Trustees,

ACCOMMODATIONS.

The buildings stand upon a beautiful elevated site, about one mile from the depot. They are sufficiently ample to accommodate two hundred students; one hundred young ladies of whom can be furnished with boarding in the family of the President. The rooms are of suitable size, well furnished, and thoroughly ventilated. Good fires are made in every room during cold weather.

The table is abundantly supplied with seasonable, nutritious, well prepared food, three times each day, so that those of the most fastidious tastes can have no cause for complaint.

In the management of the boarding house, no pains will be spared to secure the comfort of the young ladies.

All the young ladies are required to attend church every Lord's Day, and that they may do so without exposure, an omnibus is provided to convey them to and from church.

THE GROUNDS

Are tastefully laid out and ornamented with evergreens and forest trees. Broad gravel walks winding among the trees furnish attractive promenades during all fair weather. The borders of these are handsomely decorated with rare and beautiful flowers, so that while the young ladies seek recreation they not only enjoy their fragrance and admire their beauty, but can also improve their botanical knowledge. Sheltered among the trees are beautiful vineclad bowers, affording delightful retreats for quiet study or prayerful meditation. A large greenhouse and flower garden also contribute to the attractiveness of the scene. This conservatory furnishes a genial climate for rare exotics and tropical plants. Its shelves are furnished with one of the choicest collections of plants, vines, and flowers in the West. Surrounded by so many of the beauties of nature in the quiet seclusion of the country with nothing to divert the mind or distract the attention, young ladies certainly can pursue their studies with more success than in the brawling village or noisy city, where there is so much constantly occurring to call away attention from books. Among such healthful scenes and amid such moral associations young ladies will rapidly improve physically, mentally, and spiritually. Such sesthetical influences refine, purify, elevate, and thus prepare for the duties of subsequent life.

CLOTHING.

As school is not the place to exhibit dress, and as fine apparel fosters pride and engenders envy we earnestly request parents to provide their children with only plain substantial clothing. As the health cannot be too carefully guarded, thick shoes and woolen hose must be furnished for winter. All articles of clothing must be plainly marked with the name of the owner. Boarders must not

borrow or lend wearing apparel. Each young lady must furnish her own hand towels and toilet articles.

SPECIAL REQUEST.

We earnestly request parents and guardians not to furnish their children or wards with "POCKET MONEY." It engenders prodigality, and affords them the means of contracting vicious habits. We regard economy as a very essential part of education. This is a lesson we cannot inculcate unless we have the co-operation of parents.

SHOPPING.

No young lady will be allowed to make any purchases without permission from the President, nor will any young lady be permitted to make an account at the stores or shops, unless she has written permission from her parents or guardian.

CORRESPONDENCE.

All communications and letters pass through the hands of the President. Boarders will not be allowed to correspond with any one except the members of their own families, without express permission from parents or guardians.

Any pupil guilty of conducting a clandestine correspondence, or aiding another in it, shall be promptly dismissed from the school.

VISITING.

As visiting interferes with study, distracts attention, and weakens discipline, none will be allowed, unless expressly requested by parents or guardians.

TERMS.

The annual expenses of the College year, consisting of forty weeks, exclusive of books, etc., are as follows:

the state of the s			
Boarding, with washing, lights and fuel	\$900	- 00	
Tutton in the College Department	50	00	
Tuition in the Preparatory Department	40	00	
Tuition in the Primary Department	441		
Contingent fee	196	-00	
Music on the Diano on Maladam	3	00	
Music on the Piano or Meladeon, with use of instrument	60	00	
Music on Guitar or Violin	60	(4)	
French and German, each	20	œ	
Painting in Oil, for course	93	00	
Painting, India Ink	100	00	
Painting-Italian, Grecian, and Oriental, each	20		
Painting Weter Colore	15	00	
Painting, Water Colors	20	00	
Drawing	15	(H)	
Embroidery—48 lessons	10	00	
Pupils who board from Monday until Friday will be charged		00	

One-half of the expenses of the scholastic year must be paid invariably in advance, at the beginning of each term. Eight per cent. will be added to all bills not settled until the close of the term. Pupils admitted at any time.

No reduction for absence or withdrawal, except in case of protracted illness,



To secure prompt attendance at the opening of the school, all pupils that enter during the first month will be charged from the beginning of the session.

Books, stationery and sheet music will be furnished at Louisville retail prices.

THE MUSIC DEPARTMENT.

The music class this session has numbered over seventy. This is the largest class in any school in the State under the management of our brethren. The size of the class is mainly due to the well known ability and popularity of Prof. T. E. Bayley, who now has charge of this department, and permanently connected with Eminence College. He is favorably known as the author of much popular music, viz: "Richmond on the James," "Rising Star Waltzes," &c. His experience as a teacher is quite extended. Having had charge of the entire Music Department in the Hopkinsville Female College until it was broken up by the war, since then he has taught in the first institutions of this State. We subjoin a list of text books used by him.

Burrowes' Piano Primer. Hunten's Piano Method. Bertini's Piano Method. Duvernoy's Ecole du Mechanisme. Duvernoy's Ecole du Style. Ozerny's Studies in Velocity.
Curtiss' Method for the Gutar.
Concones' Exercise for the Voice.
Burrowes' Thorough Base Primer.
Marx' Theory of Musical Composition.

COURSE OF INSTRUCTION

IN THE

COLLEGIATE MALE DEPARTMENT.

LATIN COURSE.

Latin Grammar, Latin Reader, Cossar's Commentaries.
Arnold's Latin Prose Composition, Virgil with Latin Prosedy.
Sallust, Tacitus, (Germania and Agricola.)
Cicero's Select Orations, Horace, Livy.
Cicero's Tusculan Disputations.

GREEK COURSE.

Greek Grammar, Greek Reader, Select portions of the Greek Testament.
Practical exercises in Greek Syntax and Prosody.
Xenophon, (Anabasis.)
Xenophon, (Cyropaidia) Homer's Bissi.
Xenophon, (Memorabilia) Herodotus.
Demosthenes de Corona.
Plato's Gorgias.
Thucydides.
Sophocles, Euripides.
Longinus de Sublimitate.

MATHEMATICS AND ASTRONOMY.

Algebra, (Robinson.)
Geometry, (Robinson.)
Plane and Spherical Trigonometry, (Robinson.)
Mensuration, (Robinson.)
Surveying, (Robinson.)
Conic Sections and Analytical Geometry, (Robinson.)
Calculus, Differential and Integral.
Astronomy, (Mitchell) with lectures.

SCIENCE AND LITERATURE.

Natural Philosophy, (Wells.) Chemistry, (Wells.) Agricultural Chemistry. Geology, (Wells.) Connection of Geology and Revelation, (Hitchcock.) Botany, (Gray.) Physiology, Anatomy and Hygiene, (Cutter) with a course of lectures. Mineralogy, (Dana.) Zoology, (Agassiz.) Ancient Geography, (Mitchell.) History, Universal, (Tytler.) Phrenology, (Combe.) Logic, (Coppee.) Political Economy, (Mansfield.) Sacred History and Moral Philosophy. Paley's Evidences of Natural and Revealed Religion. Infidelity Refuted by Infidels, (A. Campbell.) Butler's Analogy.

TERMS OF ADMISSION.

No young man will be received unless he brings certificates of good moral character, and if he has been a pupil of another college he must bring the certificate of the Faculty as to his good deportment while connected with it.

Terms of Graduation in the Regular Male Department.

Any pupil having undergone a satisfactory examination in any particular Department, on the payment of three dollars, will be entitled to a certificate of graduation in that Department. Having received certificates in the various Departments of the College Course, he will then receive a Diploma free of charge.

THE MALE DEPARTMENT.

This department has been quite successful during the past year. We feel that we can safely say that greater thoroughness and better discipline have never been attained in this department since the foundation of the Institution. It is now under the charge of Prof. Boring, whose abilities as an educator are well known in this State. He had charge of the Madisonville Institute for a number of years, and managed it with great success. In addition to his being a first class graduate of Bethany, he has an experience of fifteen years in the school-room.

We confidently commend this Department of Eminence College as possessing superior advantages for the education of young men. It is removed from the contaminating influence of town or city life. There are no haunts of dissipation to lead the unwary youth astray, for the college is situated in the country in the midst of a moral and highly cultivated community. The student is continually surrounded by all those influences which tend to develop his moral character during the period of his intellectual training.

BOARDING.

The young gentlemen can obtain good boarding in private families at reasonable rates. The farmers living near the college will also take boarders. It doubtless promotes morality not to congregate young men in too large numbers under one roof.

TERMS OF TUITION.

The same mentioned under the head of expenses in the Female Department. The course of instruction in the Primary and Preparatory Department is the same for both male and female.

REPORTS.

Reports will be addressed to the parents or guardian of each pupil quarterly, in which will be stated his or her proficiency, diligence in study, and general deportment.

DISCIPLINE.

The discipline of the Institution is parental and mild, yet firm.

APPARATUS.

This Institution is supplied with Philosophical and Chemical Apparatus sufficient to illustrate satisfactorily to the class the various branches of these sciences. One of Barlow's celebrated Planetariums has been added during the year. Other additions will be made to these from time to time as the wants of the Institution may require.

LIBRARY.

The President has a private Library, to which the students have access under certain restrictions. The foundation of a College Library has been laid. Contributions in the way of books or money will be thankfully received.

CABINET.

A complete Cabinet of Mineralogical and Geological specimens must be the work of time. Several hundred specimens have been obtained, together with some bones of a Mastodon, exhumed in the construction of a railroad through this place.

LITERARY SOCIETIES.

There are three Literary Societies connected with the College. The PHILOMATHEAN SOCIETY is composed of the young men of the Institution. Many of its members are young gentlemen of fine ability and

clever attainments. They edit the "Philomathean Weekly," a paper of considerable spirit. They have faid the foundation of a Library, and have made provision to greatly increase the present number of volumes.

THE RISING STAR SOCIETY.

This Society embraces the young ladies of the Senior class, and many of its members bid fair to become stars of the first magnitude in the literary galaxy of illustrious names that adorn our nation. The organ of this Society is the "Prismatic Gem," a periodical containing many literary gems of rare worth. Many of the articles would do credit to older heads and more experienced pens.

THE PRIMARIANS.

As their name indicates, embraces in its membership the papils of the Primary and Preparatory Departments, under the especial training of Miss Kate Boone. They have made fine progress in rendering available their daily acquisitions and developing their young talents.

EMINENCE COLLEGE.

This Institution is situated on the Louisville and Lexington Railroad, twenty-five miles from Frankfort, and forty miles from Louisville, one mile from the Eminence Depot, immediately on the turnpike leading to Shelbyville.

Among the advantages afforded to the student by this Institution may be mentioned its location. It stands aloof from the contaminating influences of town or city. These influences, exerted over young and ardent minds, unrestrained by parental guidance, too often more than counterbalance any advantages derived from attainments in science. Indeed, considerations of this character have caused parents in many instances, with prudent care, to withhold from their sons the advantages of a College course, rather than expose them to those evil temptations that in cities and towns beset the unwary at that tender age when youths are easily led astray, and when habits are contracted that determine the future character, conduct and consequent happiness of the man. Here are no allurements or excitements incident to a city to divert the mind from study, and that lead to the formation of vicious or dissipated habits. On the contrary, the College is advantageously located in the country, in the midst of an intelligent and moral community.

Another advantage that should not be overlooked is, that it is a mixed school. By this it is not meant that the boys and girls form one department; on the contrary, each department is distinct, and will remain so. Yet the entire school is brought together in the Chapel every morning

for the purpose of prayer, the reading of a chapter in the Bible, and for such remarks as the President of the Institution may think proper to make on Biblical history, general literature, or any subject connected with the intellectual or moral improvement of the pupils.

A weekly report of the deportment and progress of each pupil is made in the presence of the entire school. Thus the presence of the one sex exercises a salutary influence upon the other. Ambition to excel in the acquisition of knowledge is aroused by an active stimulus. A desire for personal neatness is awakened, and that courtesy of manner is cultivated which characterizes the true gentleman or lady.

Another advantage which is worthy of special consideration is, that brothers and sisters can be educated under the same roof, so that the ties of natural affection are not weakened, as in the case when they are educated in separate institutions.

As an evidence of the salutary, moral and refined influences thus exerted, a confident appeal is made to those who have visited the Institution, and who are acquainted with the habits and deportment of the students.

OUR PRESENT PROSPECTS.

Emineace College has been in successful operation for twelve years, and may now be regarded as one of the permanent institutions of the State.

While nearly all other schools projected by individual enterprise, and sustained by the personal exertion of the President have enjoyed but a temporary success, or changed principals two or three times in the same period, Eminence College has prospered beyond the expectation of its most sanguine friends, nor have we ever felt more confident of its continued prosperity. Without any endowment we have freely opened its halls and recitation rooms to the indigent who have made application to be admitted to its privileges, or desired to become aspirants for its honors. Without fee or hope of reward, we have conferred the blessing of gratuitous instruction upon an average of ten pupils each year since its founding. Some of these are now laboring in the proclamation of the gospel, and others have already taken rank among the best educators in the State. Every year's experience enables us to make improvements upon the past, and every year we are adding to our facilities for imparting knowledge and increasing our sphere of usefulness. This Institution is self-sustaining, and has never made any drafts upon the liberality of the brotherhood of the State. It relies upon its own merits and the blessing of God to carry it through. Although we have never made an appeal to any one, yet many good men and true have made liberal donations to the College, actuated only by the desire to further the cause of general education. We are thankful to a generous public for their liberal patronage, and trust by faithful devotion to our duties ever to merit public confidence.

OUR BUILDINGS.

In our present entalogue we furnish a representation of the College Buildings as we design them to be when completed. It will require some fifteen thousand dollars to erect the contemplated Concert Hall and additional rooms. We were desirous of completing this structure during the present year; but owing to the stringency in money matters, we have postponed doing so until the times become more propitious. We must have our buildings enlarged or we shall be compelled to restrict the number of our pupils for the want of room; the latter is neither our desire nor intention. However, we shall hasten leisurely, and proceed no further than we can go securely. We have determined never to involve ourselves in debt, and the new buildings will never be erected unless we can pay for them as they are erected. We do not wish to incur the charge of folly of beginning to build up and not being able to complete.

GIRLS IN COLLEGE.

At the recent meeting of the American Institute of Instruction, at Pittsfield, Professor Bascom, of Williams College, gave important testimony in favor of combining the instruction of the sexes in our colleges. "I am inclined to believe," said he, "that one difficulty is found in that which distinguishes these institutions from our high schoolsthe absence of young ladies and the consequent want of that natural stimulus which the more varied contact and motives of a high school afford. The young lady is quicker, more enthusiastic, more intuitive in mental action. She imparts a certain brilliancy and life to the recitation room. She shames the dull indifference of the careless, phlegmatic male mind. Her lively memory and imagination and reception, would enter like yeast into the heavy, torpid mass which compose the middle and lower half of a college class, arouse the sluggish young men to a better use of their powers, and cause a little light to find its way into their spirits. Intellectually, as well as socially, young men and young women are the compliments of each other; and, divorced in their training, the one class runs to froth and the other to sediment. In no place am I more habitually overborne with a sense of unrequited labor than in the presence of a college class. Restore again the relation between the sexes which God has ordained, for which He has made them, and the quick intuition and eager enthusiasm on the one side would blend with the profound reflection and patient purpose on the other."--Home Journal.



FEMALE CULTURE DEMANDED BY MODERN LIFE.

AN ADDRESS.

By W. S. GILTNER.

Ladies and Gentlemen:

The theme which we have selected for an address on this occasion is one worthy of your profoundest consideration. Is the female culture, furnished by our various institutions of learning, that which is demanded by modern life? The age in which we live is an intense one. Our feelings are intense. Our activities, physical and mental, are intense. Our whole lives are intense. Everything is done by lightning or moved by steam. This intense life we lead is and necessarily must be expensive. It is expensive to the purse; expensive to the muscles, and ruinously expensive to the brain and nervous system. Is the course of culture prescribed in our academies and colleges the hest which enlightened reason and philanthropy can propose for the mental discipline and moral training which is to qualify for the duties of this intense life? Is it the best which can be adapted to the nature of the subject to be educated and the wants of society at large? With all due deference to the wisdom of the past, we think not.

Woman is more delicately organized than man. Nature has cast her in a finer mould. Her intuitive perceptions are quicker than his, and her moral sensibilities are more acute. He is characterized by strength, she by fineness; he by depth, she by quickness. The one is the complement or counterpart

of the other.

"As unto the bow the cord is So unto the men is woman, Though she bends him she obeys him, Though she draws him, yet she follows; Useless each without the other."

Horace Mann, speaking of the "spheres" of the sexes, said that neither occupied a sphere, but each was limited to a hemisphere, and when both co-operated in the duties of life the two united constituted a complete sphere. Having thus glanced at the mission or function of woman, as indicated by her nature and relation, we are prepared to ask the question, is the educational scheme provided for her perfect or that which is best adapted to her organization and endowments?

It will be conceded by all that the female education of most of our academies and colleges is deplorably superficial intellectually and alarmingly hollow morally. In fact, the training received forms no adequate preparation for the duties of after life. This superficiality extends-in reality begins in the primary and grammar schools-and continues through all the grades to the very highest.

There is an undue prominence given to the "ornamental branches" to the disparagement of solid and useful knowledge. French, painting, drawing, &c., are given a prominence and receive an attention out of all proportion to their real importance. while arithmetic, composition, and the natural sciences are almost totally neglected. This should not be so, and should be

corrected immediately.

Have you ever taken an inventory of the stock in store that constitutes a "finished education"—the "scraps of poetry," the "quotations of French," the "shrieks in Italian," the "mumblings in Spanish," the earpiercing "operatic songs," the "attainments in the accomplishments," if you know what that is, and their "smattering of English." Look upon the "gilded collection" and tell me if there is one sensible, practical, ennobling idea in the whole of it. Yet that is a fair specimen of the scholarship of the graduates of "Mrs. Martinet's fashionable boarding school for young ladies."

If education were more thorough it would be more valuable in its application to the duties of life. There is an indecont haste manifested by all-parent, teacher, and pupil- to dispose of the entire matter of culture in the shortest possible time. It is regarded as an irksome task to be despatched as quickly as possible. Like medicine, it must be swallowed at a single effort. It is hurried from the first to the last. Everything is pushed on in the high-pressure system. A "royal road" is constructed to geometry and all else that constitutes a part of "fashionable education." And in the latest "mode de Paris" the high-born daughters of millionaires are invited to promenade along this carpeted highway. There is no ragged "hill of science" now. Everything is now taught in "tweive easy lessons." There is no more hard work for the poor student. "French without a master." The magic wand of the professor has opened and applained the way to the mysteries of all knowledge and all science. Professor Bellows is prepared to teach you vocal and instrumental music in "twelve sesy lessons." Professor Regularrunninghand can furnish you a thorough knowledge of penmanship and bookkeeping in "twelve easy lessons." Professor Mandestroyer, M. D., cen impart to you a perfect knowledge of that wonderful organism, the human body, and the nature and character of all the ills and diseases that human flesh is heir to, in "twelve easy lessons,"—that is, if you will believe the wonderful Doctor's statements, and so on "ad nauseam." Teaching in twelve easy lessons is the curse of the educational profession.

The community have been taught to believe that knowledge can be acquired in this easy, expeditious way, consequently they demand that teachers shall furnish immediate results as they demand that teachers shall furnish immediate results as they demand that teachers shall furnish immediate results as they demand that teachers propose, or acknowledge wonderful as these thaumaturgists propose, or acknowledge wonderful as the effect is made the criterion of their incompetency. Present effect is made the criterion of their incompetency. Present effect is made the criterion of the teacher's ability and qualification, and consequently nearly the teacher's ability and qualification, and consequently nearly the teacher's ability and qualification, and consequently nearly reacher than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments. There is no foundation broad rather than solid attainments as show and parade all the teacher's ability and consequently nearly than a show and parade all the teacher's ability and consequently nearly than a show and parade all the teacher's ability and consequently nearly as a show and parade wonderful and there is no foundation broad rather than solid attainments.

Too much is expected of the pupil in the limited time allotted to education. Read over slowly the curriculum of any first class college and ask yourself the question, how many professors in our best institutions of learning would many professors in our best institutions of learning would many professors in our best institutions of learning would many professors in our best institutions of learning would many professors in our best institutions of learning would many for their reputation or scholarship. And yet it is exgard for their reputation or scholarship. And yet it is expected that a young lady, with little or no previous preparapeted tion, will gain a thorough knowledge of this entire prescribed toon, will gain a thorough knowledge of this entire prescribed thoroughness that we would rather have a pupil accurately understand one branch than possess a smattering knowledge of the whole course.

Nothing valuable can be learned in twelve easy lessons, or even in twenty-four. Did Rossini learn music in twelve easy lessons or even in four years? And yet he was cultivating only lessons or even in four years? And yet he was cultivating only ing and drawing in twelve easy lessons? No, assuredly not ing and drawing in twelve easy lessons? No, assuredly not in the end of through long years, and she was cultivating only it extended through long years, and she was cultivating only in these alone she could attain superior excellence. All the in these alone she could attain superior excellence. All the in these alone she could attain superior excellence. All the inthese alone she could attain superior excellence. Her biographer says that in her other were unavailing. Her biographer says that in her other studies Rosa made poor progress. Drawing absorbed her; you suid to be a closet prison.

her closet prison.

Besides the evils named there is another which I shall call uniformity. There is too much of the military idea of uni-

formity in our schools, both male and female. Some of our educators have uniformity on the brain. We have suffered from the disease, but were cured, however, by the utter impracticability in the execution and the complete worthlessness of it as an aid to education were it teasible.

These uniformists would start all children into the school at the same age, dress them in the same colored goods, deck them with the same ribbons, crown them with the same style of hat, make them walk to the same measure, place in their hands the same books, require of them uniform progress; retard the whole class on account of one dolt, keep that one in to bring her up to the required standard; prescribe uniform courses and methods and compel all the bright and dull alike to conform to them, and the result is the same dead level, horizontal uniform mediocrity of attainment at the close of the session. There is no enterprise in the schoolroom, no generous emulation in the classes, but a slow, solemn measured "dead march" of the mind to stupidity. Nature loves variety and taste approves it. Uniformity of progress in the classroom cannot be attained. Allow me to make a quotation from the Ohio Journal of Education for February: "The fact that this uniform regime chains progressive teachers to plodders and bright pupils to dull ones, is deemed a trifle compared with uniformity. Indeed, were it possible these uniformists would cut down their tallest pupils and stretch up their shortest ones so that all would be of the same height.'

Procustus-like, these uniformists make all alike lie on the same iron bedstead. Those that are too long are lopped off, and those that are too short are stretched out; thus all are reduced to the same invariable dimensions. Are they better prepared by this classic process to discharge the duties of life? Is this the qualification needed to perform the functions of a useful career? Are the intellectual tastes of all so much alike that all pupils shall be compelled, like the Lacedemonian youths, to sit at the same common board and partake of the same "black broth?"

We need some modern Theseus, who shall slay this tyrant of the schoolroom and break up his iron bedstead. We are too much wedded to the jejune systems of the past. We accept too readily the course of studies transmitted to us from fathers. We are too much trammeled by the formulas of sterile logic, productive of nothing but verbal puzzles and controversial subtleties. We study the learned languages to the exclusion of our own vernacular. We cultivate an acquaintance with heathen mythology and neglect the Bible and contemporary literature. We pore over Horace and Virgil, and neglect the natural and practical sciences.

How much better is the Freshman, Sophomore, Junior and

Senior of modern colleges than the Triviun or the Quadrivium of the ancients. The Rhetoric, Logic, and Languages of the schoolmen, or the Music, Arithmetic, Geometry, and Astronomy of the continental colleges. We would not disparage the advantages of these studies. We fully recognize the effect and value of the mental training they afford. However, we protest against regarding these as the only pursuits that can secure broad mental development. We claim that the sciences will secure the same thing in a more eminent degree. We admit that for certain minds the classics are of an especial and unparalleled advantage. The study of the languages has for many a charm that no other subject possesses. "Others again find in pure mathematics a soulsatisfying harmony and a symmetrical beauty of proportions which the pencil of a Zeuxis or the the chisel of a Praxitiles would fail to portray." We would not damp the ardor nor repress the eagerness of any in the prosecution of favorite studies. We would encourage all and offer them every honorable inducement to attain excellence in their chosen field or appropriate department.'

As some minds make no satisfactory progress in classical studies, yet if allowed, would make generous advances in other fields of inquiry equally as broad and useful and equally as well, nay better calculated to discipline the mind, should not their partialities be consulted and their predilections favored. We think the analysis of a substance is as improving as the analysis of a sentence and the study of the word and works of God more elevating than classical literature or heathen mythology. Too much of the substance as well as the ornament of female education is heathen. Heathen mythology, heathen history, heathen poetry, heathen morality form the staple of a young lady's studies. These ought to be supplanted by the sacred history of the Bible and the pure morality of Christianity. Their models of imitation are drawn from mythological fables of antiquity and their examples of virtue are found among the gods and goddesses of Mt. Olympus. Solemnly, we ask, are these the models we would have presented to our daughters in the schoolroom? "O shame, where is thy blush!" Who, with proper views of the fearful responsibilities of life, does not long for the day when these studies shall be given to "the moles and the bats," and a more rational course introduced—one better calculated to promote the interest of purity and virtue.

Who does not with rapture anticipate the day when knowledge shall be universally diffused, society elevated, enlightened, purified, and the standard of moral and religious principles in public and private affairs shall be raised far above its present level. This can only be done by improving the

quality and increasing the quantity of female culture.

We have no chimerical scheme to present. The education of all can be made much better. It can be more extensive and practical as to the knowledge acquired and more efficacious and productive as to the results to be achieved. A course of culture can be adopted which will enable all, or nearly all, to accomplish the end of their creation. The elective system should be allowed after certain general preparatory training common to all. We must cultivate specialities. Time and money must not be wasted in trying to impart that for which the pupil has neither taste nor inclination. We must no longer indulge in "glittering generalities." There must be directness of aim, a singleness of object in view. The education of young ladies must look to rendering them self-sustaining, self-reliant. They ought to be made "self-supporting institutions." The idea that the more effeminate a lady is the more truly she is a lady must be discarded, and a healthier specimen of womanhood substituted in her place. We want, as a model woman, one that is healthy physically, healthy morally, and healthy intellectually. Think how many pale, sickly, helpless, sentimental young ladies are spawned upon society every year from our institutions of learning. with perhaps not one correct idea of her true mission into the world. They feel that they are to be ministered to not to minister, that they are to be cared for not to care for any one; in short, that all things are to be laid under contribution for their comfort and pleasure, and they are to be disquieted for no one. The young lady who finds herself at the age of sixteen or seventeen emancipated from the bondage of teachers and professors, and endowed with the use of unlimited sums of money and enjoys the privilege of a carriage and liveried servants, is almost certain to choose a career of wild, reckless dissipation. She finds no field for the exercise of her energies in her father's house. There are more than enough servants to do the domestic work. She may make an effort to continue her school studies. But this is defeated by her consciousness of her own bad grounding and frequent interruptions and the want of a goal. Therefore, she plunges into dissipation as a relief from ennui, or should she become disgusted with life, she retires to a convent and takes the veil. We would have our young ladies aspire to a higher career than to become the gay and giddy butterflies of fashion. We would incite them to a more honorable life. We would inspire them with a nobler ambition. What is the remedy? Give young ladies a practical education and a useful career.

An ignorant lady is evidently a helpless one; a listless lady is necessarily a miserable, discontented one; so that if we would render them independent and happy, we must furn-

ish them self-reliant, self-sustaining culture. There is no surer safeguard to female purity than the conscious ability to sustain herself above want even under adverse circumstances. Woman needs to be emancipated from the all-engrossing questions, What shall she eat? what shall she drink? and wherewithal shall she be clothed? Judicious culture furnishes an easy answer to all these questions, and proper training affords a ready solution to these vexing problems, and relieves her from a thousand snares and temptations. Vice, with clamorous urgency of appeal, presses the ignorant to the verge and over the verge of ruin. A woman uneducated is sensual, because she knows no higher pleasures. She is degraded, because she has no motive to be otherwise. Open up to her understanding fields of knowledge and she will rejoice to walk in them. Present to her the higher pleasures of intellect and she will abandon those of sense. Show her the "beauty of holiness" and you offer her a strong incentive to a nobler life. Proclaim to her the gospel and you put her in possession of God's power to salvation.

There should be infused into our course of elementary instruction a much larger religious ingredient. The Bible should be made a text book in the primary and preparatory schools as well as in the academies and colleges. Although the Bible is used as a text book in many of our schools and colleges, yet its influence and power are not as fully felt as they should be. It is taught in too light and flippant a manner. No profound reverence for it, as the message from God to man is awakened for it in the youthful breast. Were the teacher deeply impressed with the solemn character of the lessons he imparts from this sacred book, he would have no difficulty in communicating the same serious impressions to others.

The highest region of man's constitution is his moral and not his intellectual nature, consequently it should receive the first and chief attention. The intellectual should always be made subordinate to moral culture. Edward Payson said educating the intellect and neglecting the moral nature was like putting a sword in the hands of a mad-man, you but increase his power to do evil. Unless more attention is given to spiritual culture, all our splendid attainments in science and the arts will be laid under contribution to minister to refined sensuality. Indeed, there is already an alarming tendency in that direction in certain circles, and unless speedily counteracted it will soon extend to all classes of society; and there is no way of administering a remedy except in the higher spiritual culture of our daughters in the schoolroom. It is at once melancholy and fearful to reflect how much intellect is daily perishing, or worse than perishing, from the false direction given to it in the morning of life. It is then that the mind should be directed into the proper channel and subjected to that discipline which is necessary to its healthy growth and generous development. If its culture is neglected during that plastic period or its energies wasted, who can correct the error or repair the damage? Culture can modify but cannot supplant nature. In some peculiar manner the mental faculties are modified, strengthened, and perfected by discipline, but no new faculties are conferred. All mental and moral discipline is designed to unfold and exercise the mental and moral powers, and, above all, to enforce a willing obedience to the law of Christ, and give them that doing wrong."

The sphere of duty or the field of future action should indicate the course of studies to be pursued, and should determine the amount and kind of information necessary to be imparted. The leadings of nature should be observed and the indications of taste followed. In cases where these indications are immature or doubtful let the enlightened educator wisely assist in the determination of the course best calculated to insure success.

The God of nature has, by the peculiar structure and organization of woman, assigned her sphere. There is no conflict between her duties and those of man. Each is inexintelligently prepared to meet life's duties and trials with courage and resolution.

There is an idea largely inculcated in our fashionable female schools that any labor with the hands is degrading, menial, disreputable, consequently exemption from toil is regarded as the chief good, nay, the highest happiness. No lesson can be more at variance with the truth. God has made exercise of the body and occupation of the mind the necessary conditions, yea, the grand constituents of health and happiness. Without useful, rational employment, there can be no true enjoyment. Motion seems to be the great preserving principle of nature. The salubrity of the atmosphere, the purity of the waters of the ocean are only preserved by their constant, unceasing motion. Industry, properly directed industry, is to man and society what the winds are to the atmosphere and the waves to the sea. It prevents corruption. No one need fear demoralization as long as he has useful and honorable employment for his head and his hands. Work is a great conservator of virtue. Satan cannot do much with a weary body and an exhausted brain. The grand remedy for many of our social evils lies just here. Give young ladies a practical education and set before them a useful career. Let them be taught that domestic duties are not menial unless they make them so by discharging them with an unworthy spirit. Thousands of

girls that discontentedly mope and sigh through the livelong day and fret and repine through the tedious hours of evening, would be lifted into joyous and happy girlhood, could you divest their minds of the horrid idea that any light and useful employment of the hands is disreputable. Remove this idea, and happy daughters and loving sisters would be found in every household. These erroneous ideas have been largely imbibed from the "cheap literature" of the day (if that can be called cheap in any sense of the term) which begins by costing the eyesight, proceeds by depraying the taste, and ends by subverting the morals and destroying the soul. This cheap literature has been and is now largely instrumental in producing that mental and moral disqualification which utterly unfits for usefulness and happiness in life. "Blasted hopes," "Blighted prospects," "Ruined homes," and "Cursed inheritances," are the unhealthy food upon which the young mind feeds, and soon the whole soul is contaminated with the foul infection. Let all such "trash" be eschewed as evil and avoided as the baneful shade of the upas. During the school period nothing but the purest literature should come under the eye of the young lady lest her imagination be corrupted. Her soul should be gnarded with more sacredness than a casket of diamonds. A jewel of more than countless cost; yea. of priceless worth, is contained in that fair, frail casket. Teacher watch it, guard it as you would your own soul, for if it is lost through your neglect, God will surely require the blood of her soul at your hands.

There is the same wide diversity of tastes and appetencies in the intellectual as in the animal world. As we accommodate ourselves to the one so should we adapt ourselves to the other. We ought to encourage a wider diversity of pursuit, and, at the same time, more individuality of development. We ought to cultivate specialties as indicated by the largest endowment of nature. In this way they can be prepared for the exigencies of that higher and intenser life forced upon us by the times, the institutions, and revolutions of society. Scientific knowledge must be so extensive and accurate that practice may be deduced from theory. That courage must be stimulated which will dignify and give efficiency to labor. Roving industry wastes energy without producing any satisfactory results. There must be concentration of the mental activities unless we re-enact the folly of the unwise general who, by division of his forces, allows them to be wasted in detail. Napoleon the First said he was the greatest general who could bring to bear the greatest amount of force upon a given point at a given time. So also he is the greatest scholar who can concentrate the greatest amount of mental force upon a given subject at a given time.

Most young ladies are taught to look upon case as the chief

good, and personal enjoyment as the chief end of life. So when the real inevitable cares come, weak complainings and illnatured disgust are the result. Divest yourselves of the idea as soon as possible that to live in ease and pleasure is the great business of life. There is nothing noble in it. There are trials, bitter passages, and homely details for all. There is a nobler destiny for you, young lady, than reclining upon a luxurious divan and sighing over the last sensation novel. There are tears to be dried, aching brows to be chafed, weary hearts to be cheered, wounded spirits to be comforted, and perishing souls to be saved. We wish to point you to nobler views of life than self-indulgent ease. With a mind enlarged by generous culture, with a will hardened and a courage strengthened by successful encounter, we would have you go forth to the battle of life and achieve for yourselves a nobler heroism than the pampered child of luxury ever aspired to or aspiring to could never attain. The culture you need is self-reliant, self-sustaining culture, if you would be developed into noble, independent womanhood.

If a young woman is furnished with a rational theater for the employment of her hands, her head and heart, and she will build herself into a noble womanhood which will despise ease as an end of life and pity those who are content to enjoy it. How can this be done? Let us lay aside the tinsel and gilded "ornamentals" that heretofore have engressed too much of the attention of both teacher and pupil, and direct our efforts to a more rational, liberal, scientific, and religious education of woman. Let her be qualified to take her proper position by the side of man as the natural and puissant cooperant in the moral reformation of society. We would take nothing away from the beauty, grace, refinement, or loveliness of woman by thrusting her in positions God never designed her to occupy, but would add to these, by refined culture, all the Christian graces and virtues, and then place them all under contribution to disseminate the purity and holiness of Christianity.

See what has been done and what is now being accomplished by the "Sisters of Charity" for the propagation of Catholicisms. They have their schools and hospitals in every city, and, with a self-sacrificing devotion worthy of a better cause, these "sisters" labor for the spread of a spurious Christianity with a zeal that should shame "Bible Christians." Ought we not to inspire our sisters and daughters with a higher and holier zeal in behalf of true Christianity than these evince for a false religion? Should not our school training look to a preparation and an organization of these materials of strength into elements of success? What young lady, truly educated, would look upon a life of self-abnega-

tion for the cause of Christ as menial or unworthy of her noblest ambition?

I cannot close this address without approving, in the main, the great principles that underlie the Kindergarten culture, which, at this time, occupies so large a share of public attention in New York and Boston. Freebel is the author of it, and it is but an enlightened accommodation of culture to nature in the manner and matter of education. To furnish you with a general idea of the system, I will give you a brief out-Froebel considers the human being a subject of education from its birth, and that the same idea and method which leads a mother to aid her child in taking possession of its bodily organs, should preside over its realizing and taking possession of its mental and moral powers. Education in his view is the genial drawing out of the powers of children to realize their self-hood and their relations to their material and social environment. Christ, who declared the whole duty and destiny of man to hang upon two principles: "Love to God with all the heart, mind, and strength and our neighbor as ourselves; also declared how is it possible to love God whom we have not seen, unless we love our brother whom we have seen." Froebel found this idea and method indicated in He saw that the infant developed into the physical beauty and power of happy childhood only when played with by one who comprehended and understood the meaning of its intuitive impulses, to use its muscles and organs and to come into relation to it. One who sympathized with it made its instinctive motions a social pleasure, thus exercising the child not only in its limbs and organs of sense but also its powers of loving and giving pleasure. Ought we not to supplement this initial maternal training by an after culture equally as harmonious with the outreachings of youth? Should they now be manipulated so as to put them in possession of their intellectual power and lay under contribution all their moral activities? Instead of endeavoring to render pupils passive and receptive, should not the efforts of the educator be directed to making them active and acquisitive? The natural activity should be taken advantage of and direction given to it so as to produce desirable intellectual results. A teacher should be an artist as well as a scientist, and should devise such a series of operations as will engage the spontaneous attentions of pupils while he enlightens their understanding, improves their tastes, and cultivates their hearts.

A good education is the best legacy a parent can leave a child. It will prove an ornament in prosperity, a support in adversity, and unfailing fountain of enjoyment under all the vicissitudes of fortune. Let us then advance her culture to the highest degree of excellence and

"Show how divine a thing A woman can be made."











EMINENCE COLLEGE,

eminence, Ky.

JUNE 10th AND 11th, 1869.

W. S. GILTNER, President.







RISING STA

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eminence college,

Thursday Morning, June 10th, 1869.

PROGRAMME

PRAYER.

MUSIC

1010310.	
Lovo's Response Polka-(Four Pianos)	l.
ORATION.—"Labor is life!—'Tie the still water faileth;	
WALTER S. BRIDGEWATERLebanon, Ky	t.
·	
MUSIC.	
Court Ball Waltz-(Four Pianes)	34
ANDREW B. PRICE	
MUSIC	
Il Bacio-Valse Brillante-(Four Pianos)	ŧ.
ORATION—The "Golden Mean" Ensures Happiness.	
D. D. BROWN	۲.
MUSIC.	
Victory Grand March—(Four Pianos)	e.
ORATION—Diligence, the Basis of Success.	
WILL D. ROUSELLEOiney, IL	ì,
MUSIC.	
VenzanoValse de Chant	r.
ORATION—Promotive Influences of Christianity.	
L. D. McGOWANFranklinton,	N.
MUSIC.	
En Avant-Grand March-(Four Pianos)	i.
ORATION—The Aspiring Principle of Man.	
W. H. JULIAN Frequency Ky	
MUSIC.	
Fast Train Gallop—(Four Pianos, Cornet, &c.)	<i>j</i> .

Exercises to commence at 9:30 A. M



COLTEGE

Thursday Afternoon, June 10th, 1869.

PROGRAMME.

Misses Mary Taylor, Nannie Hudson, Lizzie Rusk, and Lizzie Dunlap.

ENGLISH SALUTATORY.

Miss Mollie Rouzee, Shelby county, Ky. Misses Nannie Hudson, Lizzie Dunlap, Alice Bailey, Doreas Owen, Gertrude Bayley, Mattie Jesse, Mattie Jameson, and Virginia Jenkins.

ESSAY.

LATIN SALUTATORY.

G. G. Bersot, Eminence, Ky.

ESSAY.

"The Wall Must Bear the Weather-stain Before it Grows the Ivy."

Miss Fannie Gore, Bloomfield, Ky. OF HOW I LOVE MY MOUNTAIN HOME.....

Miss Lissie Dunlap and Chorus.

Miss Mary Taylor.

GREEK SALUTATORY.

Robert Mathews, Shelbyville, Ky.

Misses Rosa Wilhoyte, Mary Boyle, Nannie Hudson, and Alice Bailey.





The Future of the Graduating Class. Class Representative-Miss Mariam Sanders, Grafensburg, Ky. Misses Mary Taylor, Nannie Hudson, Lizzie Dunlap, and Lizzie Rusk.

ESSAY.

"Sorrows Remembered Sweeten Present Joys." Miss Alice Bailey, Woodford county, Ky. WALTZ OF THE FAIRIES-(Eight Guitars, Flute, and Violoncello.) Misses Rosa and Anna Wilhoyte, Nannie Hudson, Lizzie Rusk, Mary Taylor, Gertrude Bayley, Lizzie Dunlap, Lula Bridgewater, and Master Eddie Bayley.

ESSAY.

Miss Alice Bailey.

[The following is the idea conveyed by this composition: A shepherd is going home with his flock—while he is playing an air on his flute a storm opproaches. The thunder, the roaring of the water, the crash of trees, and the fire-bells are to be heard in succession.]

ESSAY.

THE MAMMOTH CAVE-Descriptive-(Four Pianos, &c.) Composed by T. E. Bayley. Misses Rosa and Anna Withoyte, Nannie Hudson, Lizzie Dunlap, Mary Boyle, · Luis Bridgewater, Alice Bailey, and Linnie Frank.

VALEDICTORY.

Mins Laura White, Manchester, Ky, Misses Nannie Hudson and Mary Taylor.

CONFERRING DEGREES.





Tocal & Instrumental Concert

BY THE

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EMINENCE COLLEGE.

Friday, June 11th, 1869.

PROGRAMME.

PART FIRST.

LA STELLA-VALSE-(Four Pianos)...... Brainard. Misses Gertrude, Junie, and Mary Ross Bayley, Lizzie and Anna Giltner, Dorcas Owen, Lulie Tinsley, and Master Eddie Bayley. Miss Lizzie Rusk and Chorus. Misses Mary Boyle, Linnie Frank, Rosa and Anna Wilhoyte, Mattie Jesse, Nannie Hudson, Alice Bailey, and Lula Bridgewater, Miss Gertrude and Master Eddie Bayley. THE WHISPERING WIND-MAZUREA CAPRICE-(Piano).................. Wollenhoupt. Misses Mary Taylor, Nannie Hudson, Lizzie Dunlap, and Lizzie Rusk, HOMAGE TO VERDI-From Verdi's Grand Operas, "Traviata," } Arranged by Duroc. Misses Rosa Wilhoyte, Mary Boyle, Nannie Hudson, and Alice Bailey. Master Eddie Bayley. GRANDE VALSE BRILLANTE-(Piano)......Schulhoff. Miss Nannie Hudson. Miss Mary Ross Bayley.







AN ADDRESS,

The Female Julture Hemanded by Modern Tife.

PRESIDENT W. S. GILTNER.

Misses Mary Boyle, Mattie Jesse, Rosa and Anna Wilhoyte, Alice Bailey, N Hudson, Lizzie Rusk, and Lizzie Dunlap.

PART SECOND.

OVERTURE TO ROSSINI'S Grand Opera, "Gazza Ladra" Arranged by Decor Misses Rosa and Anna Wilhoyte, Mary Boyle, Alice Bailey, Nannie Hudson Linnie Frank.

I AM LONELY TO-NIGHT......G

Miss Nannie Hudson and Ch Misses Ross and Anna Wilhoyte, Nannie Hudson, Lunnie Frank, Mary B Lula Bridgewater, Lizzie Rusk, and Alice Bailey.

ERNANI! INVOLAMI!--From the Opera of "Ernani".....

Miss Nannie Hu OVERTURE TO AUBER'S OPERA, "Chown Diamonds" - } Arranged by Decou (Four Pianos).....

Misses Mary Boyle, Linnie Frank, Lizzie Dunlap, Nannie Hudson, Alice B Lula Bridgewater, and Rose and Anna Wilhoyte.

Misses Mary Taylor and Nannie Hue

THE MAMMOTH CAVE-Descriptive-(Four Pianos)....... Composed by T. E. B. Misses Rosa and Anna Wilhoyte, Nannie Hudson, Lizzie Dunlap, Mary B Luja Bridgewater, Alice Bailey, and Linnie Frank.

[This composition is intended to represent a visit to the Mammoth Cave. The natural is not preserved, and in some instances objects of the same class that are remote from each oth grouped together in order to secure musical effect. The following is the order:]

The Approach to the Cave, (Adagio); Entrance, (Allegro Moderato); Main Passac GOTHIC AVENUE, (Maestoso): DIAMOND AVENUE, (Allegro Vivace); CHAPEL, (Andante I 080); Bridal Chamber-Serenade-(Alia Palacca); Star Chamber, (Allegro Assai A BOTTOMLESS PIT. (Tremoto-Motto Agitato); GORHAN'S DOME and MARMOTH DOME, (. toro); DEAD SEA, LAKE LETHE, and crossing of the RIVER STYX, (Andantino con Grazia Pianos): passage of Ecno River. (Andantino Cantabile-two Pianos, eight Guitars. and Violoncello); ROCKY MOUNTAINS, (Tremolo-Allegro Agitato-two Pianos); MARI VINEYARD, SERENA'S GROTTO, (Alla Palacca-four Piones); GRAND FINALE, (Allegro Mosso-con Brio.)

Misses Rosa and Anna Wilhoyte, Nannie Hudson, Lula Bridgewater, Geri Bayley, Dorcas Owen, Alice Bailey, and Mary Boyle.

[This composition is designed to imitate the starting, progress, and stopping of a train of accompanied by the usual whistling, bell ringing, and appropriate representations.

Concert to commence at 10 A. M.



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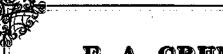
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